

## **Evaluation for Certificated Administrators/Supervisory/Confidential Employees**

The primary goal of the administrative evaluation is to help the administrator become a self-directed learner through goal setting and implementation, commitment to continuous learning, and reflection on strength and needs. The process reflects the depth of administrative responsibilities while encouraging growth and innovation.

Effective administrators model leadership skills, are knowledgeable, good communicators, effective collaborators, and professional in the work place and community. In evaluating strengths and needs, the evaluation process is cooperative and supportive and recognizes administrative achievement, while providing guidance for growth in the profession.

### **ADMINISTRATIVE EVALUATION PROCEDURE**

#### **Professional Goals Pre-conference - September**

A meeting with the superintendent to develop two or three professional goals based on building/department, District, and School Board goals.

#### **Update Meeting - November/December**

A meeting with the superintendent to discuss the progress made on professional goals. Submit copies of written materials toward meeting the goals. i.e. agendas, handouts, letters, memos, in services attended, etc.

#### **Update Meeting - February/March**

A meeting with the superintendent to discuss the progress made on professional goals. Submit copies of written materials toward meeting the goals. i.e. agendas, handouts, letters, memos, in services attended, etc.

#### **Evaluation Conference - May**

A meeting with the superintendent to discuss professional goals, performance standards, and the job description - strengths and deficiencies/recommendations. The administrator and the superintendent will agree to the evaluation form to be used.

## **ADMINISTRATIVE PERFORMANCE STANDARDS**

### **A. LEADERSHIP**

1. Provides thoughtful and visionary leadership
2. Demonstrates instructional leadership (building administrators)
3. Facilitates team decision-making
4. Establishes and promotes a supportive school/department climate

### **B. KNOWLEDGE**

1. Demonstrates organizational and human development to empower staff to meet district outcomes
2. Understand and use a broad-based knowledge of curriculum, instruction, and assessment (building administrators)
3. Know, understand, and use district, state, and federal laws, regulation policies, and procedures
4. Know, understand, and use program assessment alternatives appropriately (building administrators)
5. Provide others with opportunities to become more knowledgeable

### **C. COLLABORATE**

1. Participate as member of a team and assume appropriate roles: leads, follow, respond, and support others in a productive manner
2. Strive to achieve common goals
3. Use conflict constructively
4. Engage staff, colleagues, parents, and community members in the work of the school

### **D. COMMUNICATION**

1. Communicates appropriately with various audiences through listening, speaking, reading, and writing.
2. Demonstrates respect for others
3. Uses a variety of current technologies
4. Demonstrates appropriate interpersonal skills

### **E. PROFESSIONALISM**

1. Performs administrative responsibilities in an ethical manner
2. Participates in the change process and activities of the district
3. Has a district-wide perspective
4. Participates in community activities